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SCHOOL and Community

Our Schoolroom Tree

OUR TREE IS DRAPED with spangles,
And we've hung the bittersweet
Where its flaming orange berries
With the cedar garlands meet.
To the wink of gleaming tinsel—
We go dancing round our tree,
While the wind peers in and whistles
At our riotous Christmas glee.

We have outlined all the windows
With a rope of evergreen,
Then we've flung it full of tinsel—
Oh, we love its wonder sheen!
Christmas fragrance fills our schoolroom
With its presence all the time,
And when Jimmy shakes the branches
Of our tree, the stars all chime.

When we tell our Christmas stories,
Snuggling close about the tree,
Mary whispers, "I wish, Teacher,
Baby Jesus too, could be
Here and listen while we're telling
All the lovely Christmas things.
—Don't you think the wind sounds, maybe,
Like the herald angels' wings?"

MAE TRALLER
Eveton, Mo.

December * 1939
Volume XXV * Number 9

EM

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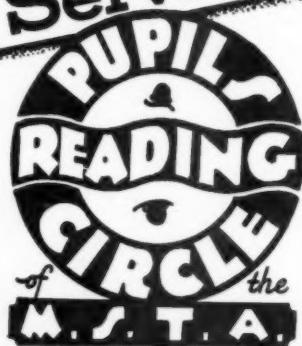


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125	33.23	22.69	17.43	14.28	12.19	9.57	8.02	6.78
150	39.87	27.23	20.92	17.14	14.62	11.49	9.62	8.14
175	46.52	31.77	24.41	20.00	17.06	13.40	11.23	9.50
200	53.16	36.31	27.80	22.85	19.50	15.32	12.83	10.86
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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER,
Editor and Manager

INKS FRANKLIN,
Associate Editor

Vol. XXV

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Send All Contributions to the Editor.

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MADONNA OF THE HARPIES

by

Andrea del Sarto



THE "MADONNA OF THE HARPIES" is one of the finest examples of Andrea del Sarto's art. Here the Madonna stands on a pedestal decorated with harpies, from which comes the name of the picture. A feeling of an all-pervading atmosphere is produced by the careful rendition of light and luminous shadow. The Madonna and other figures have large, deep-set eyes and a certain dreamy quality that is peculiarly Del Sarto's. The quality of light has been lowered in tone and helps to make a harmony of dignity, quietness, and restraint. Color is used in three big spots of blue, green and red of the garments, a typical Florentine mannerism. But Del Sarto has given these colors variety of intensity and tone. Pattern is subordinated to light and shade. The composition is one of a symmetrical formal balance, made of upright and horizontal lines of the background and pedestal, combined with the less formal treatment of the Madonna and figures at either side.

Andrea del Sarto was a pupil of Fra Bartolomeo. He was influenced by Leonardo da Vinci and Michelangelo. Many of his pictures are characterized by a pyramidal arrangement that he acquired from his teacher, Fra Bartolomeo, and also an emphasis of heavy drapery that he copied from Michelangelo.

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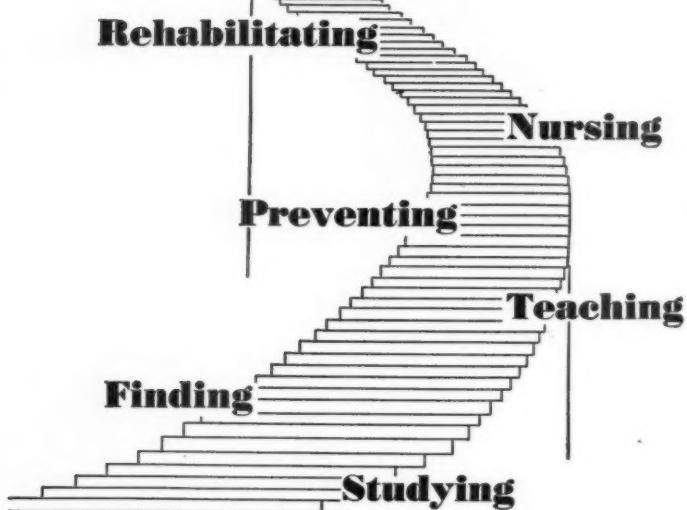
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EDITORIALS

THE CHILD IN OUR MIDST

CHRISTMAS ALWAYS SERVES to lay a new emphasis on childhood and to direct the thoughtful to a deeper interest in and a fuller appreciation of the significance of children in a world whose program by and large is the pursuit of human happiness, misguided and puerile as this program sometimes seems.

Childhood and happiness constitute the chief components of this Christian Holy Day, which is more than a holiday. At no other season can we find so much to stimulate thoughtful, prayerful, serious, and solid meditation upon this subject as at Christmas time.

It is a Holy Day in commemoration of a Holy Child. A Child who as a Man taught that all children are holy; who in the midst of His ministry and in answer to the query, "Who is the greatest in the Kingdom of Heaven?" called a little child and set him in the midst of them. To quote Dr. Harry Emerson Fosdick, "There He made that child the touchstone and criterion of the whole revolution which He proposed in man's ethical ideals." To become as little children was a passport to entrance into the Kingdom; the humility of the child was the measuring rod of greatness; receiving a child was receiving Him; offending the child was worse than suicide.

To teachers the Christmas season should be the time for self-searching with reference to our fitness for the office we have assumed in relation to this central theme of the season. As a teacher, where does my responsibility lie? Society has, in response to my asking, given over to me the task of associating with children directly and indirectly for at least half of their waking hours. Into my hands have I taken this "kingdom of heaven" stuff. What am I to make of it? Will the child's habits take on something of the quality of my habits, will its spirit be shaped in anyway by my spirit? Will its attitudes reflect the color of my attitudes? Do I really need any preparation for this work except that which I have received or can get from college? Do I need any remuneration except the dollars which I get or should get from the public whom I serve? Do I need anything more than good food, clothing, shelter, and entertainment to keep me fit for my task?

I wonder if Babson was right recently in assuming that the schools are to be blamed for a large part of the present day unemployment with its enormous toll on the physical resources of our

Nation, and its still more devastating inroads on our spiritual reserves? And was he right several years ago when he proclaimed, "Christian teaching is an industry that can never be overdone, as it is turning out a product of which there can never be a surplus. Even today the safest and most profitable investment is in our education."

So universal has education become that schools may well be blamed for national maladjustments. After all, most of our affairs are now in the hands of people who have come up through the daily influence of the school-teacher. Babson, right or wrong, has recognized the tremendous possibilities which lie in our hands. The child in our midst! What a ringing challenge! Against

its background all our major problems are set.

Two Went Into the Temple to Pray

TWO MEN WENT UP into the temple to pray; the one, a big taxpayer and the other, a school-teacher. The big taxpayer stood and prayed thus with himself, God, I thank Thee that I am not as other men are—extortioners, unjust, adulterers, or even as this school-teacher. I fast twice in the week, I give tithes of all I possess; and the school-teacher standing afar off, would not lift up so much as his eyes to heaven, but smote them upon his breast, saying, God be merciful to me, a sinner, for I was the teacher of this man.

CONVENTION NOTES

STARTING ITS DELIBERATIONS with the meeting of the Assembly of Delegates on Wednesday morning, November 15 at 9:00 o'clock and climaxing the occasion with the introduction of officers and personnel for the year 1939-40 at the last General Session, the Seventy-seventh Annual Meeting of the M. S. T. A. moved to a successful completion.

The Assembly of Delegates, the largest in number in the history of the Association, elected Superintendent E. A. Elliott of Joplin as permanent Chairman. Mr. Elliott's effective presiding coupled with the clearly outlined decisions of the Parliamentarian, Bower Aly of the University of Missouri, assured a minimum loss of motion in transacting the business of the Association.

R. M. Inbody, classroom teacher in the St. Louis Public Schools, was elected First Vice-President. Miss Mary Flahive, first grade teacher of Kansas City, and Miss Naomi Pott, high school teacher of Cape Girardeau, were elected Second and Third Vice-Presidents respectively. Philip J. Hickey, St. Louis; Roy E. Taylor, Herculaneum; Miss Nellie W. Utz, St. Joseph, were each

elected for three-year terms to the Executive Committee. Mrs. Ethel R. Parker, Superintendent of Maries County Schools, was elected to the Executive Committee for a two-year term.

The following were elected for a two year term to the Resolutions Committee: E. G. Kennedy, Sedalia; C. J. Burger, Washington; Mary Womack, St. Louis; Blanche Longshore, Kansas City; and Fern Lowman, St. Joseph.

The new members elected to the Committee on Necrology for a three-year term are: H. M. Boucher, Memphis; Wilbur C. Elmore, Lebanon; and Troy Smith, Kansas City.

The reports of the M. S. T. A. Committees were made to the Assembly of Delegates. The Chairman of each Committee gave a summary.

The Program

Discussion Groups, a new feature of the State meeting, were acclaimed as highly successful. The Chairman of each Discussion Group was asked to make a report including a statement on the number present, number of panel members absent, whether discussion groups should be con-

tinued, and suggestions for further improvement. Over sixty of the sixty-seven chairmen have responded. Figures indicate an attendance of over 8,000 teachers at these Friday morning meetings. The chairmen, with the exception of two, were in favor of continuing this feature. These many Discussion Groups provided a wide range of selection from which to choose in order to satisfy individual interests. "It is difficult to decide which meeting to attend so many interesting programs are being presented at the same time" was a comment frequently heard.

At least sixteen of the Discussion Groups in addition to providing worthwhile experiences for teachers used from six to eighty students in practical demonstrations. These students, many of whom came from towns other than St. Louis, were placed in learning situations of great value. They experienced activities which will be remembered for some time.

The Department programs were characterized by a capacity audience and unusual talent for each program.

The General Programs probably failed to reach the accustomed high plane, which they have achieved in the past. The absence of spectacular numbers, which have usually characterized these features may in some degree account for this.

The St. Louis Symphony Orchestra under the direction of Vladimir Golschmann entertained a large and appreciative au-

dience with its forty-five minute program. This feature of Friday evening's General Session was provided by the St. Louis Public Schools. The second part of the program, an address "New Frontiers in American Culture," delivered by Louis Untermeyer was stimulating and well received.

The Saturday morning program, filled with all Missouri talent, was one of the best presented in many years. First Vice-President, Lloyd W. King, began the role of President of the M.S.T.A. on the close of the session.

Much could be said commending highly the four divisional meetings held on Thursday afternoon. Let it suffice to say that the consensus would rank these among the high spots of the convention.

For many years publishing and supply companies have contributed an important part in the Annual Meeting through their exhibits. This year a feature that attracted additional attention was the Educational Exhibits. Although this is the first time for exhibits of this nature to make their appearance at the Convention, they were a decided success.

A large number of teachers found an extraordinary treat in store for them when they attended the Pantomime Dance Pageant, Hiawatha, given in Convention Hall Thursday afternoon. This colorful demonstration was a presentation by the St. Louis Public School Playground and Rhythmic Dance Centers.

A PRAYER

I AM A TEACHER.
Wanda and Dorothy and Donald and
Eddie have come.

Do I understand?
What must I do if Wanda is shy
And of Dorothy's sweet askance and eager
eye?
What is the meaning of Donald's sad smile
And of Eddie's mischievousness all of the
while?

God make me a teacher
Who will understand,
And Wanda and Dorothy and Donald and
Eddie
Will be better because they came.

BENNY FERNE L. HUNTER
Centerville, Mo.

IMPORTANT CONVENTIONS DECEMBER

- 27 The National Commercial Teachers Federation, William Penn Hotel, Pittsburgh, Pennsylvania, December 27-30, 1939.

- 27 National Council of Geography Teachers, University of Chicago, Chicago, Ill., December 27-28, 1939.

JANUARY

- 11 Department of Superintendence of M. S. T. A. 27th Annual Meeting, Columbia, January 11-12, 1940.

FEBRUARY

- 24 American Association of School Administrators, St. Louis, February 24-29, 1940.

- 29 American Association of Junior Colleges National Convention, Columbia, February 29-March 2, 1940.

NOVEMBER

- 6 Missouri State Teachers Association Annual Convention, Kansas City, November 6-9, 1940.

Three Receive Distinguished Service Awards

George Melcher, Mathilde C. Gecks, and
J. C. Pike Honored for Service

THE EXECUTIVE COMMITTEE of the M. S. T. A. selected three individuals to receive the Distinguished Service Awards granted by the Association. President Willard E. Goslin made two of the awards at the First General Program on Thursday morning in Convention Hall during the Annual Meeting. Mr. Melcher, due to unavoidable circumstances, could not be present at this meeting but received the award at the last session on Saturday morning.

The first awards of this kind were made in 1936 and honored the following: John R. Kirk, Wm. T. Carrington, and Miss Pauline Rader. In 1937 only one person, J. D. Elliff, received the award. No awards were made in 1938.

Brief biographical sketches of the recipients of this year's awards follow:

George Melcher

George Melcher, Superintendent of Schools, Kansas City, was born September 1, 1868. He secured his elementary education in the rural schools of Dade County, Missouri; his secondary education in Ozark College, Greenfield, Missouri, and in Odessa College, Odessa, Missouri. He secured his A.B. Degree from Drury



George Melcher

College, Springfield, Missouri, in 1898; his M.A. from Teachers College, Columbia University, New York, in 1919. He received the honorary degree LL.D. from Missouri Valley College, Marshall, Missouri, in 1923 and from Drury College, Springfield, Missouri, 1925.

Mr. Melcher taught for five years in rural schools in Dade County. Later he organized the Dadeville Academy and the Everton

Miss Mathilde C. Gecks

Academy in Dade County. These institutions were the forerunners of high schools in both of these villages. For five years, Mr. Melcher was Superintendent of Schools at Greenfield, Missouri; for five years head of the Department of Mathematics at Southwest Missouri Teachers College, Springfield, Missouri; four years Chief Clerk in the office of the State Superintendent of Schools in Missouri. For the past twenty-five years, Mr. Melcher has been connected with the public schools of Kansas City, Missouri—seven years as Director of Research; seven years as Assistant Superintendent of Schools in charge of Research, and for the past eleven years as Superintendent of Schools.

Mr. Melcher has been an active worker in all types



J. C. Pike

of teachers' organizations, especially such as the Missouri State Teachers Association, the National Education Association, the American Association of School Administrators, the American Educational Research Association, etc. He is a member of two professional fraternities—Phi Beta Kappa and Kappa Delta Pi.

Miss Mathilde C. Gecks

Miss Mathilde Gecks, Assistant Superintendent of Instruction, St. Louis, in securing her education, attended the St. Louis Public Schools, received the A.B. Degree from Harris Teachers College in 1922; and New York University granted her the M.A. Degree in 1926.

Miss Gecks has been a teacher of primary grades in the St. Louis Public Schools; supervisor of primary instruction 1904-22; instructor, department of education, Harris Teachers College, 1922-28; district superintendent 1929; instructor, New York University Summer School, 1922-29. In 1929 Miss Gecks was appointed Assistant Superintendent of Instruction of the St. Louis Public Schools, in which capacity she is still serving.

Organizations in which Miss Gecks is active are: Pi Lambda Theta and Delta

Kappa Gamma sororities; Wednesday Club, St. Louis; Town Club, St. Louis; President 1923-25; National Education Association; Missouri State Teachers Association, President 1917-19.

J. C. Pike

Mr. Pike, Dean, Southwest Baptist College, Bolivar, was born and reared in Polk County, Missouri near Bolivar; in 1886 he graduated from Southwest Baptist College; in 1898 he was graduated from the Warrensburg State Normal School; he has done work at the University of Chicago.

Dean Pike's teaching experience includes two terms in a rural school; one and one-half years in the old Pierce City Baptist College; and a like period in the Southwest Baptist College. In 1889 he became principal of the Pleasant Hope Normal Academy, remaining there three years. In 1893 he was chosen superintendent of the Hamilton, Missouri schools. He was called to the Nevada, Missouri schools as principal in 1897, later becoming superintendent. During the period from 1902 to 1913 Mr. Pike was in business. Mr. Pike is now Dean of the Southwest Baptist College of which he has previously been a faculty member and president of the school.

A TEACHER'S PRAYER

THE HEART OF the world is paralyzed
With a fear of the fiend's design—
Fear of the leaders toward the mass,
Fear of the classes toward the class,
Fear in the hearts of all who pass—
Lord, banish all fear from mine.

There's a dearth of spiritual life in the
world—

And Profit and Power and Pleasure
Are worshipped as gods in the souls of
men—
Are enthroned as gods in the hearts of
men,
Are taught as gods to the children of
men—

Let thy love my spirit measure.

The soul of the world has need for faith
In the Teacher of Galilee
Who gave the Gift of a giving God
Who lived the Life of a living God
Who loved the Love of a loving God
Lord, quicken that faith in me.

—T. J. W.

AREAS OF SERVICE

HOW FAR AFIELD DOES service lie for me
To let me lead these children on their way
Down various paths knowing their wants
to be

No two the same? Each is a precious day
In which I answer challenges to give
What meets their needs. Though they are
full of life

They must not squander it but learn to live
Abundantly. They must not let the strife
That comes keep them from rising to a
plane

Of happiness, undaunted, unafraid.
If down their course I help them find the
main
Highway with power to heed the markers
made,

They will not need me then, but I shall
know

They will be safe wherever they may go.

—HESTER KENTON

"We Show You Missouri"

IN MAY, 1939, the annual public performance of the Elias Michael School for Crippled Children took the form of a stage show and exhibit under the general title of "We Show You Missouri." This production culminated a study of Missouri which had been school-wide, a project long dreamed of by our Principal, Mr. C. E. Stephens, and now satisfactorily carried through.

The nine rooms of the school, covering grades from kindergarten through senior high school, had studied throughout the spring various phases of Missouri culture appropriate to the level of the group. All had become Missouri conscious. Current events, folk lore, local and state history, rural life, state government—we ran the entire gamut. We visited places of historic interest; we viewed lantern slides sent us by the University of Missouri; we sang our state song; we memorized the works of Missouri poets.

When the teachers met to plan the form that our final production should take, we found that our study surprisingly organized itself.

The kindergarten and first grade selected the Indian as their theme. In the final production this took the form of rhythmic dance and beating of tom tom by the group, with the added spectacle of our one full-blooded Indian pupil dressed in full regalia reciting, centre-back stage, a beautiful prayer for peace in dignified and inspired fashion.

Our second, third and fourth grades presented a quilting bee and play party. Conversation, folk songs, and singing games were authentically Ozarkian and thoroughly enjoyed by both the young actors and their grown-up audience.

Steamboat Days followed. Fifth and sixth grade pupils seated on the deck of their simulated steamer sang appropriate songs and talked of their trip from New Orleans.

The seventh and eighth grades enacted a pupil-written dramatization of the immortal fence-whitewashing scene from Mark Twain's *Tom Sawyer*. So thor-

By MARION STRAUSS
St. Louis, Mo.

oughly did the young actors enter into the spirit of their production that every one of the many performances they were called upon to give differed slightly from the others because of the always-enlivening improvisations.

Our high school group gave a pageant written in verse, entitled *The Central Star*. In this our state seal received the five gold points of Missouri's star from the hands of Law, Religion, Education, Industry, and Art, each of whom told Civilization of Missouri's contribution in her particular field. This furnished a dignified finale as well as an instructive summation to the performance.

Continuity was furnished by the reading between the acts, of a brief history of our state. This history appropriately introduced each act in turn. The reading was done off-stage through a microphone.

Our playlets did not represent all phases of Missouri life, nor did they represent the broad scope of our earlier study. For these reasons we had two other elements in our final presentation.

At the same time that the stage performance was in preparation, an elaborate exhibit was being prepared under the direction of the teacher of the sixth grade with the cooperation of all groups. This exhibit was displayed against the wall of our immense auditorium-playroom. It was artistic, thorough, well organized—a high type of visual education. Perhaps a description of a few of the displays will exemplify.

Our shoe manufacturing exhibit included such widely different things as a pair of shoes which had been made for Robert Wadlow, the giant, and a chart on which the fourth grade children had illustrated the stories they had read in which footwear played a part (*Cinderella*, *Jack the Giant-Killer*, *The Shoemaker and the Elves*, *Goody-Two-Shoes*, etc.).

Our section on the Conservation of Natural Resources contained among other

things some exquisite photographs of Missouri forest land loaned to us by Mr. Kelleter of the National Forests Service, stationed in St. Louis, and a pupil-made map of National Forests in Missouri, and a vivid plea for caution in brush-burning.

Our transportation section contained boats, trains, buses, and airplanes, constructed of bogus paper by primary children, as well as road maps and highway safety rules worked out by older children.

There were wild flowers brought in from Missouri woods, transplanted and nurtured in the classroom until the time of the exhibit.

There was a sand table project showing a Missouri farm, early and modern.

A cotton plantation in Charleston furnished us with specimens of the plant, of the cotton before and after ginning, of baling, cloth, etc., while the children worked out charts, tables, maps, etc., giving further information about the industry.

Other industries were treated similarly

through cooperation with business houses. Government agencies and institutions cooperated further in the preparation of other exhibits.

A jig-saw puzzle of Missouri and her eight neighboring states was a worth-while construction project for those who made it and an entertaining game for the many who tried to put it together.

A large map laid on the floor in true map directions had real raw products correctly placed on it.

We had child-drawn State Fair pictures mounted on a continuous roll and shown as backdrops in what had previously been a puppet show stage.

Our Educational Museum furnished stuffed birds and animals, and a glassed-in hive of live bees added interest.

One boy made a special booklet of letters he received from pupils in other schools and classes for crippled children in our state.

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School children from many counties sent us material for our charts.



A Student Motivated Project In English Work

HAVE YOU EVER based a unit of work in English on a problem that grew entirely from a student interest situation? It is surprising to find the many phases of English work that will naturally evolve from this self-motivated program with guidance and direction by the teacher.

Early in the school year one section of our English IV class was studying Paul Laurence Dunbar's poetry and short stories. Someone became enthusiastic about the loyalty of the old Negro servant in *The Intervention of Peter*. Other students began to add examples of Negroes with desirable traits. Soon the entire class had made a contribution.

Out of this discussion evolved an idea. Why not let the subject of the Negro become the nucleus around which the English program for that six weeks be centered?

Preliminary discussions were heard on various aspects of Negro life. The entire class was happily surprised at the spontaneous enthusiasm of one generally reticent boy who spoke on the Negro in sports. By the time he had finished the members of the class knew that ample material in regard to Jessie Owens, Joe Lewis, and Henry Armstrong could be secured from issues of the *Sports Magazine* that had been preserved by this ardent sportsman. Another member, who is interested in missionary work, volunteered to lend her collected material on the religious life of the Negro. Another traced the evolution of the Negro in politics from the Constitutional Amendments relevant to the Negroes to those of that race today who hold responsible positions in government. Some were eager to tell of Bill Robinson, the tap-dancer, and Marion Anderson, the noted contralto. Those interested in science knew of Professor Carver, and extolled his discoveries.

From this day forth reading began. Old magazines were taken from their dusty shelves and an intense search was made for articles about the Negro. These issues were placed on shelves in the English

By MARIE ATKINSON AND LEON LAPP
Marshfield

room with those magazines that had been brought from homes by the students. Moreover, other teachers became interested, and when they discovered articles these, too, were donated to the service of the English IV Class.

Every day new sources were added to the bibliography. These bibliographies were mimeographed so that each student might know where to secure material on the many phases of Negro life.

In this reading some students had learned of specific Negro towns, schools, etc. They hit upon the idea of writing letters to the Chambers of Commerce or to Universities for source material. Soon a yearbook came from one school, the history of a Negro town from a Chamber of Commerce, and many pamphlets and bulletins from other places. Cards and pictures were received. This material was placed at the disposal of the entire class for a time, and then each individual collected his material and compiled it into a scrapbook.

Some of these scrapbooks grew to stupendous proportions. Many students bought the current issue of *Life* for the many pictures of Negroes prominent in national activities and affairs.

Every morning students came to class eager to report some new articles they read from the evening newspaper or heard over a radio station.

Some students had toured southeastern Missouri and they were eager to tell of the share-cropping system and its effects on general living conditions of the Negro. One girl visited in Oklahoma at the time the study was being made, and she came to class bubbling with news of the cotton pickers. Another group attended a Young People's Convention in Memphis, Tenn., and visited a cotton gin where the Negroes were at work. Consequently, the unit brought forth more spontaneous

oral compositions than had previously been given. Not all people talked the same number of times, but every one was given the same opportunity, and before the study was completed every student had spoken at least one time.

Then came the day to write. Together the students worked out an outline based upon the following topics as they concerned the Negro: politics, health, education, religion, sports, art, music, literature, standard of living, business, and professions. As they wrote, they employed the use of footnotes to denote from what part of the bibliography they had secured the specific material used in developing the different phases of Negro life.

After having finished the study, each student was able to conclude for himself whether or not the Negro had been a help or hindrance to American life. This opinion was written as a summary to the paper. Some students were so fully convinced one way or the other that they asked to debate the subject: Resolved, that the Negro has been more beneficial than detrimental to American progress.

From this study the English IV Class had learned not only to collect material,

form a bibliography, use footnotes and write a paper; but they had also built new vocabularies, given enthusiastic talks, written letters, held interviews, and prepared and delivered a debate.

Nor did the work cease with the handing in of a notebook. New articles and new pictures are put on the bulletin board frequently, and when Marion Anderson recently was denied the use of a building in Washington, D. C., the members of the class had ardent comments to offer.

This student motivated program centered about the Negro is merely one example of the many projects that may grow from student interest situations. Before the consummation of any such project the students' interests have branched into various fields and at its culmination another piece of work is in formation. Toward the end of the year there is diversified activity and each student may continue to follow up the work that is most interesting to him.

By means of such motivation new interests can be secured from old subjects and the work which results seems more vital, more real, and, therefore, more glamorous.

"WE SHOW YOU MISSOURI"

(Continued from Page 381)

The third remaining feature of our final production was another type of exhibit, the result of a first-hand independent study, carried on through unique procedure by our eighth grade. The children of this class sent a letter to the superintendent of schools in each of Missouri's one hundred fourteen counties. They explained that we were having an exhibit to show the industries, natural resources, and scenic beauties of Missouri. They requested that he try to interest the upper grade pupils in one of his schools in our project to the extent that they would send us letters or materials to help us better understand their county.

The response was gratifying. So much material was received that it could not be incorporated into the general exhibit. The home-room of the children working on this phase of the work was used to house it. We received note books, pictures, clippings, letters, drawings. Old settlers' accounts were written up. Historical,

geographic and industrial topics were treated. Many unusual ways of presenting material were used. This work undoubtedly brought our children closer to the children of the state, and gave them not only the information they sought, but also an insight into the lives and education of children of their own age elsewhere as indicated by the letters and by the modes of response of these Missouri children.

The above very brief sketch may perhaps give an idea of the themes treated in the playlets and the nature of a few of the exhibits. We must leave it to the imagination of the educators of the state who read this article to read between the lines of this exposition and to discover for themselves the values to the children of engaging cooperatively in such a project—in planning the entire presentation, in collecting and organizing data and material, in displaying it in attractive form, and in sharing the results of their efforts with the several audience groups who visited us.

Give the Child Poetry

CHILDREN ARE NATURALLY very fond of poetry. The little child sways to the rhythm of a poem as he does to music. Why is it then that when pupils reach the upper grades and high school they have developed a dislike for this form of art? Any number of reasons have been given by pupils. All point to the same end: the teacher. In the first place, many teachers were not taught poetry properly and have no like for it themselves. How then, can they teach a little child to love something that they themselves do not care for? Many pupils form a dislike for poetry because they are forced to memorize poems which have no meaning to them. Great emphasis has been put on punctuation; in many cases to such an extent that it has ruined the entire beauty of the poem. Haliburton in his book entitled *Teaching Poetry In The Grades* gives a striking example of a child who had never understood the meaning of a poem. A child asked his teacher to read the class the poem about the man that ate a ribbon and it made him sick. By great questioning the teacher found that the poem the child wanted was "A Visit From St. Nicholas." He had remembered these two lines:

Away to the window I flew like a flash
Tore open the shutters, and threw up
the sash.

To let a child have such a wrong conception of a poem is to do a great injustice to the child.

Others have said that teachers let them puzzle through the poems themselves, and since they did not understand the figures of speech they did not understand the poem.

In teaching a poem there are very definite steps that a teacher should take. First, there should be a background for every poem, no matter if it is a simple Mother Goose rhyme. In this preparation, the teacher discusses new words, and if she is teaching little children she will have to do most of the talking, perhaps asking them a few simple questions. The older pupils can look up new words themselves and try to discover the meaning of the poem. This should be a class-period study,

By HELEN KITCHELL EVANS
Corder

and the teacher should allow time for looking up words. Any information needed for the understanding of the poem should be given by the teacher.

A poem is a work of art, just as is a painting or a piece of sculpture. To have meaning and beauty, a poem must be read aloud. The beauty of its rhythm will never be known as long as it remains upon the printed page. The poem being studied should be read by the teacher in her best possible manner. If she fails to read the poem to the class before she has them read it to her she will come to grief, as the children will read by line, and not by thought. They will develop the sing-song fashion that is so undesirable.

After the poem has been read by the teacher, she should analyze the parts. If new words have been spelled the day before the actual analysis will be much easier for the class and will save class-time. After the poem has been analyzed the pupils try reading it aloud. It is a good plan to have the children who are listening to close their eyes and try to see the pictures in the poem as a child reads. Tell the child to read the thoughts. Never tell him to read a line or stanza unless that line or stanza is a complete thought. Try to get the child to see the poem as a series of thoughts and pictures rather than lines. After the children have read the poem, the teacher again reads it to further help with its understanding.

If the poem is to be memorized, put it on the board and have the class read it aloud. Erase the first and last word of the first line, and read it again. Continue erasing words until the entire poem has been erased. The children will readily fill in the missing words and will enjoy memorizing this way as it is a game for them.

Since *The Owl and The Pussy-Cat* by Edward Lear is a poem used very often let us take it as an example of procedure

The teacher asks such questions as these: Have you ever seen an owl? Could you tell about it?

What kind of boat do you think was used by the Owl and Pussy?

What is a five-pound note?

What is a guitar? Can any one here play a guitar?

What is a fowl? What does elegant mean?

What kind of ring was used at the wedding?

Do you know how much real wedding rings cost?

What do you think a Bong-tree might look like?

How much money is a shilling?

Who married the Owl and the Pussy-Cat?

What did they dine upon?

What is a runcible spoon?

Where did the Owl and Pussy-Cat dance?

Were they happy?

The teacher will have to answer a great

many of the questions herself, but the children will enjoy trying to help her.

The teacher then reads the poem saying to them, "I am going to read pictures to you now, one picture at a time. See if you can remember all the pictures when I have finished." She then proceeds with the routine mentioned above.

This poem, as have many others, has been set to music, and children enjoy singing it after they understand it thoroughly. This poem has wonderful possibilities for use in Choral Speaking. Choral Speaking is an old art that is being revived. Every teacher should study the method of procedure and try to organize a chorus in her room. It helps wonderfully to teach poetry, and there is no end of pleasure in this form of study.

If the teacher will only remember that the children's like or dislike for a poem depends upon how well they understand it I am sure she will try much harder to give the child a richer background for the poem.



STATE WIDE TEACHER'S RETIREMENT

TOM D. KORTE, *Superintendent, Rock Creek Schools*

MOST TEACHERS OF THIS STATE have wished, now and then, for a State-wide teacher retirement law. Few teachers have done more than wish. If we ever hope to have such a law every teacher must do more than sit on the side lines and cheer. Teachers should be familiar with the principles of such a law and must be able to present a good case when asked.

If teachers do not care enough about a retirement law, to even know its advantages, then certainly no one else will bother about it.

Our Government and industry in general, have long known the value of a retirement plan. Must we believe that the teacher is inferior in importance to the mail clerk and the steel worker?

Graduates of our schools and colleges know the meaning of security and look for it in the jobs they seek. Must we lose the enthusiasm and vigor of young people because the future in the educational game is buried in clouds of financial uncertainty?

Worry of any kind cuts efficiency and worry about old age is no exception. The competency of the teacher in service will be increased by the amputation of that chief worry, the future.

We must recognize the fact in the teaching profession as in industry that old age can cause inefficiency. Teachers hired by boards for sentimental reasons often do much more harm than good. The duty of education is to the child and not to the teacher. A teacher retirement law would solve this problem.

Why is it that many of our best teachers leave the teaching profession for other fields of work? Certainly we do not intend to agree that any other field of work is more important than that of teaching! We need our capable teachers. If other forms of employment offer a greater degree of security for old age, then we must bring that security to the teaching profession or our best men and women will not remain with us.

The Challenge of Nature to Man

TEACHERS BY VIRTUE of their training and interests are much concerned with the plight of the present day world and the series of events which have occurred since the close of the last World War. They must of a surety be searching for the answer to many of the problems being raised, and in moments of doubt about the values of education must be asking the question, "Is Man an Absurdity?" The present article is an attempt to answer this question without giving a positive yes or no. It is an attempt to bring to light some of the problems which are being raised, and which by their very nature will play a part in the formulation of the teacher's philosophy of education.

Let us admit at the outset that there are certain fundamental distinguishable characteristics between man and what we have chosen to call the lower animals. In some respects these lower animals are far superior to the animal who considers himself the ruler of the earth. The tapeworm is a better feeder than man; the weasel is a better fighter; and the rabbit is a better lover. Although man can alter his tastes and his environment, he is the only animal that is maladjusted to himself and to his environment. Though man is the one creature who might obtain the necessities of life without robbing and killing his fellow kind, he is the most selfishly acquisitive and ruthlessly murderous of all. Though man knows more about the world than all the other animals, he is the most habitually deluded. Man is the one creature who can laugh, but he is also the one who is most persistently unhappy. Man can best dodge the dangers of the every day world, yet he constantly is creating devices for killing himself and others. Why? Is it because man is the capriciously devised creature of mother nature? *Is it because he is both god and beast?*

It will be wise to compare three of the products of mother nature—the ant, the fox, and man. The ant has no ability to adapt himself to a changing environment. If his environment changes, he dies. He is of the lower level. The fox has the ability to adapt himself to a changed and

By WILLIAM E. DRAKE

Associate Professor of
History and Philosophy of Education
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changing environment. He is of a second level. Man has not only the ability to adapt himself to a changing or changed environment, but he also has the ability to change his environment to suit himself. It is this latter ability, that of being able to change his environment, that is man's undoing and his salvation. Here is to be found the basis of man's religious, social, cultural, political, economic and personal life. The difficulty of maintaining a philosophical and practical unity in the process of a changing and man changed environment is the basis of the push and pull which we find so characteristically and tragically revealed in the hurly burly of the modern world.

A few illustrations of man's changing status in nature will help to understand man's problem of living. After millions of years of existence and reaching for the heavens, man was able to stand on his hind legs. He found his hands freed for new movement. This change in posture, however, brought a sagging of the intestines and a narrowing of the pelvic girdle. The result has been constipation and the pains of child birth. The ape with less marked ambitions pays no such price. He has been satisfied with a mate and a cocoanut. As Will Rogers once expressed it in one of his humorous sayings, "Even monkeys wouldn't starve to death in a tree full of cocoanuts."

Further changes in the structure of man's brain brought the pleasure of reason and imagination. It brought the scientist, the statesman, the priest, the scholar, the teacher, and the business man. It also brought the beggar, the criminal, and the warrior. These changes also brought the dreaded mental disease and a fear of the unknown. Man had become the victim of a haunting anxiety complex. Much of the history of the Christian religion has been an attempt

to free man from the haunting fear of an unknown world.

Over a period of several thousand years man has accumulated vast knowledge of the world about him, but strange to say he remains spiritually and mentally muscle bound. He protects the weak in asylums and kills the strong in wars. Because of this insanity, an eminent anthropologist, Dr. Ernest A. Hooton of Harvard University, has predicted the destruction of our civilization. In an address given at Cambridge, Massachusetts, on September 24, 1939, he said that "The biologically sound are being slaughtered by bombs and shells, leaving only the deformed, physically unfit and insane at home to continue propagation of a race of imbeciles." Man invents devices such as the aeroplane for comfort and ease and then uses them for self destruction. He organizes governments for social betterment purposes and then uses them as tools against his fellow man. He sets up schools to enlighten his children and then uses them as instruments of propaganda. He multiplies the production of foods far beyond his needs and then lets millions go hungry because of inefficient distribution. He preaches a religion of peace and enlightenment and then sacrifices his people to the pagan gods of greed, war and ignorance.

Why are these things so? *Is it not because man has refused to recognize his true status in nature, which is that he is both god and beast?* Has man not refused to assume the responsibilities which nature has thrust upon him, that of cooperatively aiding and supporting his fellow man in diminishing the pain which the realities of life force upon all? Nature is a hard task master. For the advantages she has given man over all the other animals, she demands the price of mutual understanding and mutual helpfulness among men. Until man assumes the task of mutual helpfulness and mutual understanding among men, man will remain an absurdity.

Man has not been greatly concerned with understanding himself. The business man has been concerned with making money. The politician has been concerned with getting votes and building his political fences. The teacher has been concerned with keeping school. Physicians and priests have been concerned with the plight of

the individual. Laborers have been concerned with getting enough food to keep body and soul together. Soldiers have been concerned with destroying the enemy.

Let us not minimize the contributions of any one of these groups, but philosophers and anthropologists, artists and true literary men have been all too few. They are a lonely group. Fortunate it is for us that nature by some strange process of mutations has given birth to a few great characters in human history. Great personalities like that of Moses and Socrates, da Vinci and Beethoven, Pasteur and Franklin, Jefferson and Lincoln have been all too few. There has been only one Jesus of Galilee. These characters and others have indelibly injected their influence into the corrupted stream of human history. More, much more, of such influence is needed before the stream is purified. Napoleons and Hitlers will continue to rise but their activities are a self defeating enterprise.

History shows evidence of slow progress through confusion and chaos as one period of human history gives way to another. This is the basis for our optimism in a world filled with cataclysmic events such as our world is today.

Tragically and realistically the last World War revealed the true nature of man's culture, a thin shell cracked by an instinctive barbaric urge. Out of the welter and confusion of the last twenty years there emerges a new child born of the past mistakes and stupidity of man. Already it carries the marks of *a new feudalism*. It is the product of a man who tried to protect himself and his own with bullets rather than brains.

What is the nature of this new feudalism which is about to dawn upon Europe? Is it not an age in which man is to become a slave of the machine? Is it not a period in which man will be fed and clothed, yes, but also a period in which man will lose his individuality and his freedom? Does not this new age imply that man is to become a cog in the wheel of the machines of state and of war, of economics and of order?

There are basic reasons for the belief that Europe is fast drifting into a new feudal economy. The climax of the rise of capitalistic democracy seems to be at

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hand. World and national frontiers which have been the basis of the expansion of the capitalistic democratic pattern have disappeared. Today the oppressed peoples of Europe find no haven of refuge in a new and unknown world. Up to the close of the World War monarchical forms of government were constantly being replaced by democratic capitalistic patterns. Since the close of the World War the democratic capitalistic pattern has been giving way to the totalitarian communistic and fascist structures.

A mechanized concept of human life supported by a philosophy of violence has been rising in Europe since the close of the Napoleonic Wars. Basic support for this new way of life is found in the writings of Hegel, Marx, Lenin and Gentile. All over the world, and for more than a century, there has been a growing revolt against the "age of reason," an age which found expression in the American Revolution of 1776. How we are going to get out of the depression unless we spend money for armaments is known as "the dilemma" in Europe. It is like the old Scotch woman who upon being told by her son that he had brought her a kerosene lamp, and that she would have no use for whale oil any more, replied, "We can't stop using whale oil. What's to become of the purr whale?"

Possibly all these things have come upon western culture because there has been too much reliance upon and faith in institutional patterns. Perhaps there has been too much reliance upon and faith in verbalisms, slogans, words, talk, preaching, academics, and classroom education. Possibly there has been too much faith in machinery, scientific gadgets as a cure all for our many ills. Possibly there has been a lack of faith in and a devotion to the welfare of the individual man. Perhaps we have shown a lack of cooperativeness in social activity and have failed to manifest basic interest in public problems. Perhaps we have been stupidly selfish, intolerant and have shown a lack of respect for the natural rights of others. Possibly we have been lethargic and indifferent. Perhaps we have only advocated peace panaceas, have searched for a dream world, an escape mechanism. Possibly we have been unwilling to face reality and are guilty of emotional dry rot. Possibly we have sought ease like the old Persian King, who had

milk and honey poured through a tube into his mouth before the break of day, in order that he might have a sweet waking sensation, but upon awaking found that the milk and honey had turned to gall.

Two basic problems face America today. The first one is to stay out of the European and Asiatic wars. The second one is to devote ourselves unbendingly and energetically to a solution of our many social and economic problems. Upon the solution to this second problem rests the ultimate answer to the first. *Our interest is that of maintaining democracy in America, but do we know what values we want to save? Do we know what the means are by which we are to save these values?* We cannot stand still. We cannot remain as we are. We cannot relive our past. We will face the future realistically and cooperatively or we will face it with fear and trembling, victims of an anxiety complex which has haunted man for ages.

There is a crisis in the American dream which is of our making. We lack unity of purpose. There is a confusion in the practice of democracy and of education. Some Americans think of democracy in terms of individualism, "each man for himself and the devil take the rest." Others give a nationalistic interpretation to our way of life, and would glorify our past at the expense of the living. Still others think of democracy in terms of individuality, of cooperative living, of mutual aid and responsibility for the welfare of all. There is some truth in all of these attitudes, but the attitude that is most needed is unity of practice.

Basic changes have taken place in America in the last fifty years. Our pioneering frontier is gone and only a social frontier remains. The doors are closed to the immigrant and the Statue of Liberty no longer beckons the oppressed of Europe to a free land. Tenant farmers and unemployed laborers have been on the increase in the last forty years. Since the World War, there has been a shocking increase in the rise of our public debt. America faces staggering problems in mental disease and crime. Class lines are solidifying. The rise of monopoly and of centralized wealth continues.

Will we in the face of our many problems follow the code of Machiavelli: (1) Look

out for our own interests; (2) Honor nobody but ourselves; (3) Do evil but pretend to do good; (4) Covet and get whatever we can; (5) Be miserly; (6) Be brutal; (7) Cheat whenever we get the chance; (8) Kill our enemies and if necessary our friends; (9) Use force rather than kindness in dealing with others; (10) Think of nothing but war? Or will we realize that not everything in America is democratic, that much thinking needs to be done, that problems need to be solved, and that the best we have to offer is needed if democracy is to continue to live in our modern world.

Let us teach in the spirit of Kahlil Gibran when he wrote the following verse which has been taken from *The Prophets*:

"Your children are not your children.
They are the sons and daughters of Life's
longing for itself;

They come through you but not from
you,

And though they are with you yet they
belong not to you.

You may give them your love but not
your thoughts.

For they have their own thoughts.
You may house their bodies but not
their souls.

For their souls dwell in the house of
tomorrow, which you cannot visit,
not even in your dreams.

You may strive to be like them, but seek
not to make them like you.

For life goes not backward nor tarries
with yesterday."

The future of humanity will have to be
built not upon mechanical science, but
upon improving the quality of homosapiens,
else man will soon become homo-sap.

DEPARTMENT OF SUPERINTENDENCE TO HOLD ANNUAL MEETING JANUARY 11 AND 12

THE TWENTY-SEVENTH ANNUAL MEETING of the Department of Superintendence of the Missouri State Teachers Association will be held in Columbia, Missouri on January 11 and 12, 1940. The general theme of the meeting will be "Mutual Problems of the Press and Public Education."

The first and opening meeting of the series will be Thursday morning, January 11. At this time the University of Missouri is presenting as guest speaker, Mr. Clint H. Denman, Editor of the Sikeston Herald, Sikeston, Missouri and President of the Missouri Press Association. Mr. Denman has selected as the topic of his address, "The Editor and Public Education." This will be followed by a panel discussion by members of the Department of Superintendence.

The second meeting will be Thursday afternoon, January 11. The University Laboratory School will have charge of this program under the direction of Dr. C. A. Phillips, demonstrating newer practices and procedures in teaching, including films made of actual classroom situations. Two original films will be shown which are intended to be patterns for integrated experiences of children in connection with the social studies. One film represents the

work of the intermediate grades and the second one the advanced grades.

The third meeting will be Thursday evening, January 11. The University is presenting as its guest speaker Mr. W. A. Cochel, Editor of the Kansas City Weekly Star, who has selected for his topic, "The Symbiotic Relation Between the Press and Schools." His address will be followed by a panel discussion by members of the Department of Superintendence.

The fourth meeting will be Friday morning, January 12. The University is presenting as its guest speaker, Mr. Louis LaCoss, Assistant Editor of the St. Louis Globe-Democrat, who has selected as the title for his talk, "Behind the Headlines." His address will be followed by a panel discussion by members of the Department of Superintendence.

Friday noon there will be a Phi Delta Kappa luncheon at Gaeblers open to all who are attending the Department meetings.

The final meeting will be Friday afternoon, January 12. This meeting will be devoted to the affairs of the Department and will be the official business meeting.

All the meetings with the exception of the luncheon will be held in the auditorium of the Education Building at the University of Missouri.

REPORT OF THE COMMITTEE ON RESOLUTIONS

Adopted, St. Louis, Nov. 15, 1939

I. Democracy

The Missouri State Teachers Association reaffirms its loyalty to the ideals and spirit of a democracy and heartily endorses a program for instilling in the hearts and minds of youth the fundamental principles of the American Way of Life, the appreciation of our institutions, and patriotic loyalty to our chosen leaders in government.

II. War, Propaganda, and Neutrality

The Missouri State Teachers Association believes that teachers should develop an attitude of open-mindedness in relation to international understanding and good will; and that the teachers of Missouri should strive unceasingly to disseminate authentic information relative to the present world crisis and that they should do all within their power to keep out insidious propaganda which might jeopardize America's position of neutrality.

III. Civic Participation

The Missouri State Teachers Association believes that teachers not only have a responsibility for teaching and emphasizing civic responsibility, but they should put forth even greater effort to keep themselves informed, by participating in the civic and political life of the community, state and nation, in every way not inconsistent with the positions they hold.

IV. Federal Aid

The Missouri State Teachers Association commend the Federal Government for its interest in public education; and the Association recommends to the teaching profession in Missouri and to interested lay groups continued study of the need for federal aid to education without federal control.

V. State Appropriation for Schools

The Missouri State Teachers Association expresses appreciation for the action of the Sixtieth General Assembly in continuing its practice of appropriating one-third of the General Revenue of the State for the support of public schools and for preventing the diversion of such funds to other worthy agencies.

VI. Teacher Preparation

The Missouri State Teachers Association favors the establishment of a minimum requirement of four years of preparation beyond high school for all teachers in the schools throughout the State.

VII. Social Security Through Teacher Retirement

The Missouri State Teachers Association heartily recommends a vigorous cam-

paign for a state-wide Teacher Retirement Law for Missouri as a means toward social security.

VIII. Policy and Plans Program

The Missouri State Teachers Association commends to the teaching body the program of its Policy and Plans Committee and recommends the careful study and use of this program.

IX. State Department of Education

The Missouri State Teachers Association endorses the administration of the office of the State Superintendent of Schools and approves its constructive program of education for Missouri. The Association particularly commends the work of the State Department for its activities in sponsoring the development and installation of the Uniform Financial Accounting System in the schools of the state.

X. School and Community

The Missouri State Teachers Association commends Editor Thos. J. Walker and his staff upon the excellence of the recent issues of School and Community.

XI. Election

The Missouri State Teachers Association realizes more time is necessary for consideration and due deliberation of matters coming before the Assembly of Delegates, and feels that a more dignified procedure should be followed in the annual election of officers of the Association. Therefore, be it resolved that the current election procedure be modified so as to conform in general to the methods now used by the National Education Association.

XII. Earlier Formulation of Legislative Program

The Missouri State Teachers Association realizes that its legislative program has suffered because of late formulations. This has resulted in a lack of adequate study by the teachers at large. It is recommended that the Executive Committee appoint the Legislative Committee soon after the adjournment of the meeting, in order that it may begin functioning at once. Such a procedure will make possible a more careful and deliberate consideration of the legislative program on the part of school people throughout the state.

XIII. Superintendent Gerling

The Missouri State Teachers Association regrets the absence of Dr. Henry J. Gerling, Superintendent of the St. Louis Public Schools, from this Assembly, and

expresses the hope for his speedy and complete recovery.

XIV. General Appreciation

The Missouri State Teachers Association expresses its appreciation to St. Louis for all of the courtesies extended for the comfort and convenience of the membership attending the convention. Special thanks are given (a) to the officers of the Department of Instruction of the St. Louis Public Schools. (b) to President Goslin, the members of the Executive Committee, Secretary Walker and his assistants for the efficient planning of the convention, (c) to those teachers throughout the State who have prepared and presented their special contributions before the discussion groups, (d) to all local committees in St. Louis for their careful attention to details looking to the

smooth running of the convention, (e) to the teachers, pupils of the St. Louis schools and all persons who in any way contributed to the success of this convention.

XV. Publicity

The Committee on Resolutions recommends that copies of these resolutions be sent to the press, to each person named herein, and to the presiding officer of each legislative body herein mentioned.

H. T. PHILLIPS, Chairman.
IRENE LOWE, Secretary.
M. C. CUNNINGHAM,
WILLARD J. GRAFF,
F. L. GREEN,
R. V. HARMAN,
B. P. LEWIS.

PLAYS AND OPERAS FOR YOUR SCHOOL

A nation-wide service for the cultural education of students in grade and high school, enabling their attendance at symphony concerts, opera, ballet, drama and other performances of high professional calibre, is announced by Junior Programs, Inc., 37 West 57th St., New York.

Established for three years in the eastern half of the United States and Canada, the service will be extended this year westward to the Pacific Coast. Nearly 300 communities have scheduled performances during the 1939-40 school year by the Cincinnati, Rochester, Cleveland, and Washington, D. C. National Symphony Orchestras, and by touring professional opera, ballet, players, and other companies under the Junior Programs banner. These will be attended by young audiences in school, municipal, and other auditoriums at nominal admissions averaging ten to twenty-five cents.

If you want to start Junior Programs in your town, Mrs. McFadden, the director, will probably send you one of her five field secretaries to explain ways and means. You will learn that the project must be sponsored by some organization such as the Junior League, the college women's club, the P. T. A., or preferably all of them in collaboration. Your sponsoring organization will then enlist the cooperation of the public schools, get an auditorium free if possible, obtain publicity in local newspapers, and push the sale of tickets. Junior Programs will send, for use in your public schools, printed material and directions for art work, games and dances, all designed to quicken appreciation of the coming events. Junior Programs will furnish entertainment to your community at cost—\$250 to \$300 for an opera or a play; for other types of entertainment, considerably less.

Junior Programs is a truly non-profit enterprise; the charge to any community for a series of shows covers only the salaries of the artists and their traveling expenses.

TEACHERS

There are approximately 1,073,000 teachers in all types of schools, both public and private and from kindergarten through college, in the United States. The U. S. Office of Education points out that from 1930 to 1936 the number of teaching positions in the country increased 1.5 per cent, while the number of pupils in average daily attendance increased 4.9 per cent. Since 1900 the number of teachers throughout the Nation has practically doubled.

Of the 1,073,000 teachers, about 266,000 are men. From 1930 to 1936 the proportion of men teachers increased from 16.6 to 20.6 per cent.

Every State in the Union makes provisions for the certification of teachers so as to insure a high quality of education. The largest single item in State expenditures for education is for teachers' salaries.

Minimum requirements for teacher certification are constantly rising, the Office of Education indicates. In fact, the average amount of education possessed by America's teachers increases approximately 1 year during each 15 years. In 1839 the typical public-school teacher did not have more than the modern equivalent of 8 years of schooling, and in all probability had less. Today the average elementary-school teacher has had a minimum preparation of 2 years' college work. Junior-high-school teachers have had nearly 4 years' preparation in college, and senior-high-school teachers have usually completed 4 years' college training. Half of the cities with populations of 500,000 or more in 1932 required elementary-school teachers to have a 4-year college education. High-school teachers in one-third of these cities were required to have 5 years' college work.

REPORT OF COMMITTEE ON SOURCES OF SCHOOL REVENUE

The By-Laws of this Association make it the duty of this Committee to investigate sources of school revenue and make recommendations to the Executive Committee. It is evident, however, that the significance of the sources from which school revenue is or may be drawn depends largely on the need for such revenue. Consequently, any intelligent recommendation we may make relative to the sources of school revenue must, of necessity, be based in part upon a consideration of the revenue needs of the schools. We make no apology, therefore, for including in this report a discussion of school revenue needs as well as an investigation of the sources from which school revenue is or may be drawn.

Revenue Needs as Indicated by a Comparison with Other States

In all the nation-wide studies that have been made of relative wealth and educational needs, Missouri has been ranked above the medium State in ability to support schools. For the period from 1921-22 to and including 1931-32, Missouri had an average rank of twenty-third among the States in ability to support schools, when tax resources were compared with educational need.¹ The relative financial ability of Missouri to support schools is also shown in the findings of the Missouri State Teachers Association study in 1928 and in a similar study in 1934. The facts in those two studies, which treated the same eleven items of financial resources in the State were as follows:

1. Value of Farm Crops	
2. Value of Manufactured Products	
3. Capital, Surplus, and Profits of All Banks	
4. Income Taxes Paid to Federal Government	
5. Value of Ordinary Life Insurance in Force	
6. Value of Postal Savings Deposits	
7. Assessed Valuation of Property	
8. Expenditures for Highways	
9. Number of Telephones	
10. Value of Industrial Life Insurance in Force	
11. Value of Farm Lands	

These facts indicate that Missouri ranks above the average state in financial ability to support schools. As data in regard to the relative wealth of the forty-eight States are tabulated for the more recent years, there is likely to be no substantial variation in Missouri's rank in relative ability to support its elementary and secondary schools.

Now, it would seem, therefore, that in any fair comparison of school expenditures, those of Missouri should be at least near or above the national average, because Missouri has more than average ability to pay for education. Such, however, is not the case.

For the school year 1931-32, the average annual salary of teachers in the United States was \$1,417, and the average salary of teachers in Missouri was \$1,230, or 13.2 per cent below the national average. Likewise the average expenditure per pupil in average daily attendance in Missouri was below the national average in 1931-32, for the average per-pupil cost for current expenditures in the nation was \$87.67, and for Missouri it was \$73.91, or 15.7 per cent below the national average cost per pupil.² To bring Missouri up to the national average for that year would have required additional expenditures of \$4,752,000 for teachers' salaries and \$3,548,000 for other current purposes, or a total of \$8,340,000.

It would be easy to jump to the conclusion that conditions have changed during the years intervening since the school year 1931-32 and that Missouri's showing in comparison with other states would be better now than it was then. Data at hand, however, fail to support that conclusion.

Nation-wide data are not available for any year since the school year 1935-36, but in the United States for that year teachers' salaries averaged \$1,283, and for Missouri the average was \$1,048, or 18.32 per cent below the national average. The per-pupil expenditure for current purposes for the same year in the nation averaged \$80.26, and the average per-pupil cost in Missouri was \$64.46, or 19.69 per cent below the national average.³ To bring Missouri up to

Rank of Missouri	
In 1928 ²	In 1934 ³
11	10
11	11
9	8
9	11
9	9
9	14
9	11
7	5
7	8
7	8
8	8

the national average for that year would have required additional expenditures of \$5,932,000

¹N. E. A. Research Bulletin, May, 1936, pp. 118 and 120.

²Missouri State Teachers Association, Proposed Legislative Program, 1928.

³School and Community, December, 1934, article by Dr. C. W. Martin.

⁴Statistics of State School Systems, 1931-32, Bulletin, 1933, Office of Education, U. S. Department of Interior, Washington, D. C.

⁵Statistics of State School Systems, 1935-36, Bulletin, 1937, Office of Education, U. S. Department of Interior, Washington, D. C.

for teachers' salaries and \$3,406,000 for other current purposes, or a total of \$9,338,000.

Expenditures for current school purposes in Missouri for the school year 1937-38 were \$1,880,000 greater than for 1931-32 and \$2,715,000 greater than for 1935-36.⁶ Those increases in total expenditures, however, left Missouri's expenditures short of the amounts required to reach the national average by \$6,460,000 on the basis of 1931-32 figures and \$6,623,000 on the basis of 1935-36 figures. There is grave doubt that the increase in Missouri expenditures since 1937-38 has brought any appreciable change in the status indicated by those figures. Consequently, there is good reason for the conclusion that an additional annual expenditure for current school purposes of at least \$6,000,000 would be required to place Missouri in the position among the states it seemingly should occupy, with respect to public support of its elementary and secondary schools. To provide any less than \$6,000,000 additional financial support for the schools in Missouri in the future would be giving the children an educational program that will cost less than the national average in a state with financial resources above the average state in the nation.

Revenue Needs as Indicated by Conditions within the State

It is not necessary, however, to rely entirely on a comparison with conditions in other states to establish the need for additional school revenue in Missouri. There is ample evidence within the State that such a need exists.

In Table 1, the expenditures for teachers' salaries were actually less in 1937-38 than in 1931-32, although the total current expenditures to operate the schools were greater.

TABLE 1

Total Current Expenditures of Missouri Public Schools, 1931-32 and 1937-38⁷

General Purposes of Expenditures	Approximate Amounts 1931-32	1937-38
Teachers' Salaries	\$31,230,000	\$30,745,000
Incidental Purposes	10,652,000	13,017,000
Totals	\$41,882,000	\$43,762,000

When the teachers in the elementary and secondary schools with a net state increase in enrollments are paid less salaries than they were paid in the midst of the depression, 1931-32, there is a serious revenue need, for the teaching personnel is the most important part of any state school system.

Another revenue need has been caused by a substantial increase in school enrollments, particularly in the secondary school. From the

⁶Data compiled in the Headquarters office of the Missouri State Teachers Association.

⁷School and Community, October, 1939, page 275.

school year 1931-32 to the school year 1937-38, the number of elementary school pupils in average daily attendance in Missouri dropped 32,285, but the number of secondary pupils rose 42,201, making a net increase of 9,916 in the total number of pupils in average daily attendance.⁸ By weighting the attendance of secondary school pupils for both years, so as to make allowance for the greater per-pupil cost in the secondary grades, it is found that an additional expenditure of \$2,374,000 over the amount spent for current purposes in 1931-32 would have been required to maintain the public schools of Missouri at the same expenditure level for 1937-38 as for 1931-32. That condition is reflected in the fact that the salaries paid teachers averaged five dollars a month less for 1937-38 than for 1931-32.

Averages are likely to be misleading, and statements relative to the State as a whole may fail to give a true picture of actual conditions, as is the case with respect to the school year 1931-32. School expenditures in Missouri for the year 1931-32 were near an all time peak. Yet for that year there were more than one thousand districts in the State with school terms of less than eight months, and more than one-third of the pupils of the State resided in districts where a full four-year high school course was not available at public expense.

Since the school year 1931-32, the State, by means of a greatly enlarged distributive school fund, and in accordance with a new method provided by law for the distribution of that fund, has remedied the two conditions that, up to 1931-32, were the greatest blots on our State public school system; namely, less than an eight-month school in more than one thousand districts, and an opportunity for a free public high school education to more than one-third of the pupils of the State. The State has done this, however, at an added annual expenditure of somewhere between three and four millions of dollars. The effort on the part of the State to remove another but somewhat less pronounced blot on our public school system, by raising the standard of school maintenance in the poorer communities up to a minimum program, has necessitated the use of most of what was left of the increased distributive fund at its disposal, with the result that relatively little has remained for distribution to those districts where the standard of school maintenance was comparatively high within the State in 1931-32.

It should be pointed out in this connection that more State money has been required to eliminate short school terms and raise the standard of school maintenance up to a minimum program of education than would have been required had the assessed valuation of local property remained the same as it was in 1931-32. Since the assessed valuation of all kinds of

⁸Data compiled in the Headquarters office of the Missouri State Teachers Association.

assessable property dropped approximately 21 per cent between 1931-32 and 1937-38, it has been necessary for the State, not only to make up the shortage in school expenditures that existed in the local districts below the minimum program, but also to replace the losses in local school revenue resulting from reductions in assessments. The application of the equalization principle to less favored communities made such replacement of local school revenues from the State unavoidable.

Available data indicate that in the districts of the State where the application of the equalization principle in the distribution of State funds has not required the replacement of revenue lost through reductions in local assessments, such reductions have resulted in a net loss of school revenue totaling approximately \$3,000,000 a year, a loss that, under present conditions, could not be made up from State sources without undoing what had been done to remove the blots that marred our State public school system prior to 1932. It follows, nevertheless, that schools in the wealthier communities, or cities, are now being maintained at an expenditure level considerably lower than in 1931-32, and in some cases far below the expenditure level in cities of comparable size in other states.

It is evident from the data presented that additional school revenue to the extent of approximately \$3,000,000 annually is needed in Missouri to restore school standards in the wealthier communities to what they were in pre-depression years. It is evident also that in most of the remaining districts of the State the present level of school maintenance is below that generally regarded as necessary for reasonable efficiency. Ample evidence in support of that statement is found in the fact that outside the thirty-one most populous districts of the State the average annual salary of teachers, including superintendents and principals, does not exceed \$700.

It is probable, therefore, that the additional \$6,000,000 required annually to bring Missouri school expenditures to somewhere near the national average is no more than would be re-

quired to restore the schools to pre-depression standards in the wealthier communities and to raise the standard elsewhere to a reasonably acceptable level, or program of education.

Possible Sources of Additional School Revenues

A comparison of the amounts of school rev-

enue drawn from different sources in Missouri for the school years 1931-32 and 1937-38 may suggest the source or sources from which additional revenue can be obtained. Such a comparison is made in Table 2.

It will be noted from the data presented in Table 2 that for each of the two years approximately 98 per cent of all public school revenue came from two sources: namely, local taxes and State aid. It will be noted also that the relative amounts of revenue derived from those two sources changed greatly from the earlier to the later year, the change being equivalent to the shift of approximately 17 per cent of the total revenue receipts from local taxes to State aid. Just how that change was brought about is a matter worthy of some notice.

How the Increase in State Aid Came About

For more than fifty years the General Assembly of Missouri has appropriated one-third of the general revenue of the State for the support of public schools. That appropriation, together with the interest derived from the State permanent school fund and one-half of the State tax on foreign insurance companies, constitutes the amount given by the State towards the support of public schools. Since the amounts derived from the last two sources mentioned change little from year to year, only the part of State school moneys that is derived from the State revenue fund needs to be considered here. The amounts of State school money derived from the several taxes that contribute to the State revenue fund are shown in Table 3 for the school years 1931-32 and 1937-38.

It will be noted from the data presented in Table 3 that, of the taxes which contributed to State revenue for both years, only the income tax yielded more for the school year 1937-38 than for the school year 1931-32, all the others yielding less. It will be noted also that nearly all of the increase in school money coming from State revenue, for the latter as compared with the former year, came from the sales tax and the taxes on liquor and beer. It is worthy of note in this connection that, for the school year 1938-39, the amount of school money derived from

TABLE 2
Sources of School Revenue in Missouri, School Year 1931-32 and 1937-38*

Sources of Revenue	School Year 1931-32		School Year 1937-38	
	Approximate Amount	Per Cent of Total	Approximate Amount	Per Cent of Total
Local Taxes	\$38,314,000	85%	\$32,210,000	68%
State Aid	5,651,000	13%	13,889,000	30%
County, Township and Federal Funds...	859,000	2%	947,000	2%
Total Revenue Receipts	\$44,824,000	100%	\$47,046,000	100%

quired to restore the schools to pre-depression standards in the wealthier communities and to raise the standard elsewhere to a reasonably acceptable level, or program of education.

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TABLE 3
Sources of State School Moneys Appropriated from State Revenue¹⁰ and the Amount Derived from Each Source

Revenue Sources	School Year	
	1931-32	1937-38
State Property Tax	\$ 787,715	\$ 644,950
Income Tax	1,134,317	2,488,175
Inheritance Taxes	1,036,425	442,388
Corporation Franchise Tax	622,784	510,135
Tax on Foreign Insurance Companies	410,673	399,823
Sales Tax	0	5,952,311
Beer and Liquor Fees and Taxes	0	1,864,344
Miscellaneous Fees and Taxes	395,422	239,808
 One-third of State Revenue Appropriated for Schools	 \$4,387,336	 \$12,541,934

other State taxes has almost ceased to increase, and it is inconceivable that the yield of the sales tax can go much higher than it is now. Consequently, there seems to be little ground for hope that school money from State sources will increase greatly as long as our State tax system remains unchanged.

It is possible, of course, that revenue needs for other State purposes will force a modification of our State tax structure. Realizing that fact, the Missouri State Teachers Association in November, 1938, employed Miss Fredlyn Ramsey of the Staff of the President's Advisory Committee, Washington, D. C., to make a study of potential sources of additional revenue for the State of Missouri. Miss Ramsey's recommendations are summarized in Table 4.

field of taxation thinks the possibilities of additional State revenue are. If her estimates are correct, if her recommendations were adopted, and if the schools got their usual share of the additional revenue provided, it would still be necessary to look elsewhere for approximately half of the additional revenue estimated in this report as needed for public school support.

How the Decrease in Local Taxes Has Come About

Local taxes for school purposes are levied on four classes of property: (1) real estate, comprising farm lands and town lots; (2) personal property, including money, notes, stocks, bonds, and numerous other items; (3) the stocks of goods held by merchants and manufacturers; (4) the property of railroads and other public

TABLE 4
Receipts from Major State Taxes Other Than General Property Taxes¹¹ and Estimated Revenues That Might Have Been Obtained From Various Other Taxes in 1936 With Proposed Changes

Taxes	Actual	Estimated	Increase or Decrease
Personal Income	\$ 3,661,000	\$12,400,000	\$ 8,739,000
Business Income		17,500,000	17,500,000
Public Utility Taxes and Fees	239,000		— 239,000
Corporation Income	1,868,000		— 1,868,000
Corporation Franchise	1,480,000		— 1,480,000
County Foreign Insurance	2,177,000		— 2,177,000
Sales Tax	12,009,000		— 12,009,000
Stock Transfer		17,000	17,000
 Totals.....	 \$21,434,000	 \$29,917,000	 \$ 8,483,000

It will be noted from the data presented in Table 4 that Miss Ramsey suggested an increase in the personal income tax and the substitution of a business income tax and a stock transfer tax for the sales tax and four other taxes now levied on business enterprises. According to her estimates the changes she suggests would have brought an increase in State revenue of \$8,483,000 for the calendar year 1936.

This Committee is not recommending the changes in our tax structure that Miss Ramsey suggests. The Committee presents her proposals merely to show what an outside expert in the

utilities. The tax levied on any property is the product of the tax rate and the value placed on the property by the assessing agency. It is evident, therefore, that any change in either the tax rate or the assessed valuation of property will produce a corresponding change in the taxes levied. The changes in the assessed valuation

¹⁰Data compiled in the Headquarters Office of the Missouri State Teachers Association from published State reports.

¹¹Potential Sources of Additional Revenue for the State of Missouri, Fredlyn Ramsey of the Staff of the President's Advisory Committee.

TABLE 5
Assessed Valuation in Missouri¹²

Classes of Property	1931	1937
Lands and Town Lots	\$3,516,540,173	\$2,783,769,687
Personal Property	572,683,650	390,556,999
Merchants and Manufacturers	187,700,078	161,307,851
Railroads and Other Public Utilities	490,045,388	459,682,850
Total Assessed Valuation	\$4,766,969,289	\$3,795,317,487

of property in Missouri, that affected school revenues for the school years 1931-32 and 1937-38, are shown in Table 5.

The data presented in Table 5 show that a reduction in the assessed valuation of all classes of property amounting to 20.38 per cent was brought about between the years 1931 and 1937. That reduction accounted for the loss in school revenue derived from local taxes, as shown for the school year 1937-38 as compared with the school year 1931-32. (Note the larger proportional decrease in personal property valuation. This with the common knowledge that large amounts of this class of property have always been withheld from the assessor suggests that a gain might accrue by lowering the levy against personal property, thus removing the temptation to hide it. Other states are said to have experienced a favorable result from such a change.)

In a study of inter-county comparisons of property valuations in Missouri, made for the Missouri State Teachers Association by Dr. Francis G. Cornell of Teachers College, Columbia University, New York, in November, 1938, the conclusion was reached that property in Missouri was assessed at approximately 52 per cent of its true value in 1930 and at approximately 58 per cent of its true value in 1935.¹³ The total assessed valuation of taxable property in Missouri in 1935 was \$3,824,508,623, a total only slightly greater than the one for 1937, and slightly less than the one for 1938. If Dr. Cornell's estimates are correct, and the 1935 assessment was only 58 per cent of the true value of the property assessed, the true value was approximately \$6,593,980,000; and if assessments were brought back to what they were in 1931, property would still be assessed at only 72 per cent of its true value. Since the Constitution of Missouri contemplates the assessment of property at its true value, a demand for a steady increase in the assessed valuation of property in the State would seem to be well founded; but coupled with that demand should be another demand for a persistent effort to equalize assessments with respect to different sections of the State; for in every study that has been made of assessments in the State, it has been pointed out that gross inequalities exist.

An increase in the assessed valuation of property, coupled with a scientific equalization of

assessments, would have the two-fold effect of increasing local school revenues and decreasing the amount of State school money required for equalization purposes.

The Possibility of Outside Help in the Solution of Our School Revenue Problems

For many years a persistent effort has been made to bring about the enactment by the Congress of the United States of a law providing for Federal aid to public education. There are some indications that the effort in that direction may bear fruit in the near future. It is probable, however, that the aid coming to Missouri as a result of the enactment of a Federal aid law would fall far short of the amount required to meet our apparent revenue needs.

Recommendations

In view of the conditions outlined in this report, including the apparent need for approximately \$6,000,000 of additional school revenue annually, the Committee on Sources of School Revenue feels justified in making the following recommendations:

1. That the Missouri State Teachers Association continue to stand unalterably for adherence to the long-established legislative practice of appropriating one-third of the State revenue for the support of public schools.
2. That the members of this Association make a united effort to bring about a more equitable assessment of taxable property in the State, and an assessment that will more nearly approach the true value of the property assessed.
3. That this Association continue its cooperation with other agencies in an effort to bring about the enactment by the Congress of a law providing Federal aid for public education.

MEMBERS OF COMMITTEE

Roscoe V. Cramer, Chairman

Leonard Jones

Frank P. Tillman

Advisers:

R. E. Curtis

Conrad Hammer

¹²Data assembled in the Headquarters Office of the Missouri State Teachers Association from biannual reports of the State Auditor.

¹³Inter-County Comparisons of Property Valuations in the State of Missouri, Francis G. Cornell, Teachers College, Columbia University, New York.

ITEMS OF INTEREST

LOST

A silver and turquoise bracelet was lost in the Municipal Auditorium in St. Louis during the Annual Convention. Mary Louise Clifton, 2001 N. Campbell Avenue, Springfield, Missouri, will appreciate any information which might lead to its recovery.

HYGIEIA FORSYTE CHALK SAID TO BE NON-TOXIC

Questions have been raised regarding the toxicity of sight saving chalk. The American Crayon Company, Sandusky, Ohio, recently sent to SCHOOL AND COMMUNITY an affidavit by reputable chemists to the effect that their sight conservation chalk is absolutely non-toxic.

CHICKS OR CHILDREN?

When the World's Poultry Congress and Exposition met in Cleveland, Ohio, July 28-August 7, 1939, 117,000 poultry fanciers attended the meetings of the organization in one day. When the American Association of School Administrators met in Cleveland, February 25-March 2, 1939, the attendance approximated 12,000. This may or may not prove something or other.

REPORT ON SALARIES OF LINN COUNTY

The average annual salary of Linn County school teachers is \$790, according to a report of John E. Fuhrman, County Superintendent of Schools. The report of salaries includes teachers in the towns, consolidated districts, and rural areas over the county. The average salary of rural teachers is \$546 per year; for elementary white, \$699; high school white, \$906; and high school superintendents, \$1,565.

SECONDARY SCHOOL STANDARDS

With completion of its research and experimentation, which occupied six years and cost \$200,000, the Cooperative Study of Secondary School Standards has already caused lasting changes in high-school procedures throughout the country. Its program of procedures, termed evaluative criteria, has been adopted by all four of the accrediting associations, and is in use in schools everywhere. Its complete list of publications and materials, ready for use by secondary schools, has just been offered by mail to 40,000 educational institutions. Information may be obtained from the executive office at 744 Jackson Place, Washington, D. C.

Be Well and Happy!

Here's How Chewing Gum Helps

First, the daily chewing of gum is good for your teeth and promotes mouth health.

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(3) See Your Physician and Dentist and (4) Daily Chewing Exercise.**

AMERICAN EDUCATION WEEK

Sponsors of American Education Week met November 13 and stated the 1940 program topic "Education for the Common Defense." Present with the sponsors was C. N. Crutchfield, secretary-treasurer of the Canadian Teachers Federation. Secretary Crutchfield came to announce that the Canadian schools have decided to celebrate Education Week along with the schools of the United States during the week which includes Armistice Day. Objective—that an annual Education Week may eventually be celebrated by all the republics of the Western Hemisphere. For some years Brazil has observed the occasion. Among countries abroad, India and the Union of South Africa have observed Education Week.

SUPERINTENDENTS CHOOSE PRESIDENTIAL CANDIDATES

Candidates for the presidency of the American Association of School Administrators for 1940-41 are: Carroll R. Reed, superintendent of schools, Minneapolis; Homer W. Anderson, superintendent of schools, Omaha; Nicholas Bauer, superintendent of schools, New Orleans; Sidney B. Hall, state superintendent of public instruction, Virginia; and E. W. Jacobson, superintendent of schools, Oakland. The results of the primary preferential ballot in which members of the Association selected these candidates were announced November 6. Final election results will be announced about January 15, 1940.

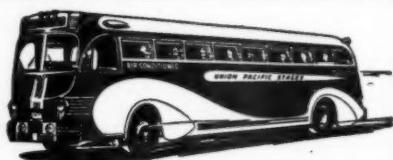
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BOOK REVIEWS

MOSS AND ELSEA WRITE A BOOK

"Our Missouri" is the title of a book just from the press, published by the Macmillan Company, and authored by Neil Moss of University City and Albert F. Elsea of the State Department of Education.

This is a story of Missouri's past told in simple language for the children of intermediate grades. The book contains 350 pages, the print is large and clear, the pictures numerous and meaningful. Teaching and study helps and bibliographies follow each of the chapters.

MY SCHOOL BOOKS, by Hendrick Willem van Loon. Published by E. I. Du Pont de Nemours and Company, Inc.

"My School Books" is an extract from Hendrick Willem van Loon's "unpublished autobiography." It is typically Van Loonish essay in which he recalls his childhood experiences with schools and books. The book is an example of modern methods in the making of text books. It is bound with PX Cloth, a pyroxylin impregnated fabric distinguished for its cleanliness, durability and functional beauty.

A copy is given, on request, to teachers and school executives visiting the du Pont "Wonder World of Chemistry" Exhibit at the New York World's Fair.

THE EVERYPUPIL BOOKS, by 11 outstanding authors and educators. Schuyler Dobson Company, publishers, Columbus, Ohio. Paper, illustrated (some in color). 65-125 pages. Price 35c.

The Everypupil Books consist of four new series designed to create fundamental activity through natural methods by a positive approach. The correct thing to do and say is stressed throughout and provision made for constructive thought and original expression. Diagnostic tests, remedial drills and supplementary mate-

rials for the above- and below-average child are included. Everypupil Books are arranged in a systematic program of development designed to be used alone or to supplement any text. The series include Safety Books for grades 2, 3, 6; Health and Play Books, grades 1, 2, 3; Language Trails, grades 3, 4, 5, 6, 7, 8; Arithmetics, grades 1, 2, 3.

EVERYDAY ECONOMICS

By Janzen and Stephenson

SOCIAL LIFE AND PERSONALITY

By Bogardus and Lewis

These two books will help "sell" the social studies to your students. They vividly demonstrate how economics and sociology may be used to meet the problems of everyday life. They make the student want to "do something about it."

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St. Joseph Teachers Credit Union, St. Joseph

W. D. Bracken, Treasurer

Northwest Missouri Teachers Credit Union, Mary-
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L. G. Somerville, Treasurer

Springfield Teachers Credit Union, Springfield

O. O. Lahman, Treasurer

Clay Co. Teachers Credit Union, No. Kansas City

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University Credit Union, Columbia

R. E. Lucas, Treasurer

Maplewood School District Credit Union

Ruth Hughes, Treasurer

Webster Groves School District Credit Union

B. J. Leonard, Treasurer

Northeast Missouri Credit Union, Kirksville

Paul Selby, Treasurer

Boone Co. Teachers Credit Union, Columbia

J. R. Hall, Treasurer

St. Louis Progressive Colored Teachers Credit
Union

G. F. Ruffin, Treasurer

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FIRST STEPS IN WEAVING, by Ella Victoria Dobbs. Pages 85 plus ix. Published by The Macmillan Company. Price \$1.00.

A simple account of the weaving processes, intended both for amateur weavers and for elementary school teachers. There are thirty-nine well selected illustrations.

DISCOVERING OUR WORLD, Book Two. A Course in Science for the Middle Grades by Wilbur L. Beauchamp, Glenn O. Blough, and Mary Melrose. Pages 352. Published by Scott, Foresman and Company. Price \$0.96.

This book for fifth grade carries on the science course begun in the Science Stories Series, Book One, published a year ago. Youngsters using this book will make collections, perform experiments, take field trips.

TICK TOCK, A STORY OF TIME, by Harry Eugene Flynn and Chester Benford Lund. Pages 239 plus v. Published by D. C. Heath and Company. Price 88c.

This is a story for children of grades 4 to 6 of how a brother and sister become interested in clocks, and, as a consequence, of the imaginary journeys they take all over the world, children learn about man's attempts to measure time from the caveman's burning grass rope to the latest electric clock.

SCIENCE PROBLEMS, Book 2. For the Junior High School, by Wilbur L. Beauchamp, John C. Mayfield, and Joe Young West. Published by Scott, Foresman and Company. Pages 578 plus xi. Price \$1.48.

The book has large pages, modern type and page layout, and many up-to-date teaching pictures. In the back there are lists of recommended reading for each unit and a complete pronunciation and science work-meanings glossary. Experiments and self-testing exercises are used in developing and applying the science understandings.

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SCHOOL AND COMMUNITY

UNIVERSITY OF MISSOURI

1940 SUMMER SESSION

June 10 — August 2



CALENDAR

June 10	Monday, registration
June 11	Tuesday, class work begins, 7 a. m.
July 4	Thursday, Independence Day, holiday
July 28	Sunday, Baccalaureate address, 11 a. m.
August 2	Friday, summer session class work closes, 4 p. m.
August 2	Friday, Commencement exercises, 8 p. m.

Courses will be offered in the following departments:

Accounting and Statistics	English	Philosophy
Agricultural Chemistry	Entomology	Physical Education
Agricultural Economics	Field Crops	Physics
Agricultural Engineering	French	Physiology
Anatomy	Geography	Political Science and Public Law
Animal Husbandry	Geology	Poultry Husbandry
Art, Theory and Practice, and History of Art	Germanic Languages	Psychology
Botany	History	Religion
Chemistry	Home Economics	Rural Sociology
Classical Languages and Archaeology	Horticulture	Sociology
Dairy Husbandry	Journalism	Soils
Economics and Finance	Mathematics	Spanish
Education	Music	Veterinary Science
Engineering	Nursing	Zoology
	Pathology, Bacteriology and Preventive Medicine	

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For information about the summer session program, address:

DEAN THEO. W. H. IRION

Director of the Summer Session

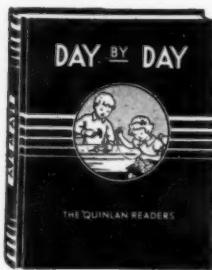
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Primer



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WINKY, a new pre-primer by Myrtle Banks Quinlan, is the first of the series of Quinlan Readers. It combines attractiveness with the practical features required by the best teaching.

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ADVENTURES IN SCIENCE, by Carpenter, Bailey and Baker, the first book of the Rainbow Series of science readers, is the simplest, most attractive, and most scientific of science readers for first grade. Primarily a science text, it meets every essential standard of a basal reader. The text is in verse and rhyme. The pictures are reproduced in four colors from actual photographs. Animated drawings at the foot of the page present important science concepts. Both the text and subject matter are within easy reach of the intelligence of the first grade pupils.



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